

IAF SEND Policy

Introduction and Purpose

The Inspire and Achieve Foundation is committed to providing a high-quality, inclusive learning environment where all learners—regardless of need, background, or ability—are supported to achieve their full potential. This Policy outlines the organisation’s approach to identifying and supporting learners with Special Educational Needs and Disabilities (SEND), ensuring compliance with statutory guidance and promoting best practice in all aspects of SEND provision.

This policy is aligned with:

- The Children and Families Act (2014)
- The Equality Act (2010)
- The SEND Code of Practice: 0–25 years (2015)

The aim of this policy is to ensure that learners with SEND receive timely, appropriate, person-centred support that enables positive learning outcomes, wellbeing, and progression.

Definition of SEND

A learner is considered to have Special Educational Needs or Disabilities when they have a learning difficulty or disability that requires support that is additional to, or different from, the educational provision normally available. SEND may relate to cognition and learning, communication and interaction, social, emotional, and mental health, or sensory and physical needs. Learners may have a formal diagnosis, an Education, Health and Care Plan (EHCP), or an emerging need that requires support even without documentation. The Inspire and Achieve Foundation acknowledges that SEND needs exist on a spectrum and that each learner’s experience is personal and distinct.

Principles of SEND Provision

Our SEND approach is guided by the following principles:

- Early identification and intervention
- Learner-centred planning that values the learner’s voice
- High-quality, inclusive teaching as the first response
- Collaborative working with parents, carers, external agencies, and professionals
- Removing barriers to learning through reasonable adjustments
- Regular monitoring, review, and evaluation of provision and outcomes

Responsibilities

Supporting learners with SEND is a shared responsibility across the organisation, with all staff contributing to an inclusive, accessible learning environment. The QTLP and Teaching Delivery Manager leads and oversees SEND provision, coordinates support plans, liaises with external professionals, and ensures compliance with relevant legislation and the SEND Code of Practice. All IAF staff are responsible for recognising emerging needs, adapting teaching and assessment practices, implementing agreed support strategies, and fostering an environment where barriers to learning are minimised. Senior Leadership ensures that appropriate resources, staffing, and training are in place to sustain high-quality SEND provision across programmes. Learners are encouraged to engage openly in discussions about their needs, contribute to decision-making, and take ownership of their learning journey, while staff remain committed to ensuring that learners' voices and aspirations are central to all planning, support, and review processes.

Identification of SEND Needs

Identification begins before the programme begins. At transition meetings, learners are encouraged to share details of existing diagnoses, previous support, or any difficulties they have experienced. The organisation understands that disclosure may not occur immediately, so staff remain attentive to signs of need throughout the programme. Needs may be identified through classroom observation, learner self-referral, staff concerns, safeguarding disclosures, or external agency information. Learners with an EHCP are identified early in the process to ensure that support aligns with the statutory requirements of their plan, and the organisation works closely with Local Authority EHCP coordinators to ensure provision remains appropriate and sufficient.

Assessing SEND Needs

When a need is identified, an appropriate assessment is undertaken to understand how the learner's difficulties impact their participation and progress. This may involve reviewing previous documentation, discussing concerns directly with the learner, working with staff to understand the barriers observed, and consulting external professionals. Where learners have an Education, Health and Care Plan, IAF collaborates with Local Authority EHCP coordinators, social workers, and specialist practitioners to ensure that provision is consistent with the plan's specified outcomes. All assessments are conducted sensitively and with the learner's full participation. Outcomes of the assessment are recorded in a teaching, learning and inclusion plan that outlines tailored strategies and areas of responsibility.

Planning and Implementing Support

Support is planned according to the learner's unique needs and may include adapted teaching techniques, additional processing time, one-to-one support, alternative communication methods, the use of assistive technology, wellbeing interventions, structured routines, sensory resources, or enhanced literacy and numeracy support. For learners with EHCPs, support is aligned with the needs and outcomes identified in their plan, and collaboration with Local Authority EHCP coordinators ensures that provision remains consistent, appropriate, and legally compliant. Staff are informed of the learner's support plan so that provision across all sessions is coordinated, consistent, and anticipatory.

Reviewing Support

SEND support is reviewed regularly to ensure it remains effective, appropriate, and responsive to each learner's evolving needs. Reviews take place at least once per term, and additional or emergency reviews are arranged whenever needs change or concerns are raised. Learners play an active role in evaluating the usefulness of current strategies and identifying any new barriers, while staff contribute observations, assessment data, and professional insight to inform the process. For learners with EHCPs, the Inspire and Achieve Foundation participates fully in statutory annual reviews and works closely with Local Authority EHCP Coordinators to monitor progress and recommend amendments where necessary. This ongoing, collaborative review process ensures that SEND provision remains dynamic, evidence-based, and centred on supporting each learner's development and long-term outcomes.

Staff Training and Development

The organisation is committed to ensuring that all staff are equipped with the skills and knowledge necessary to support SEND learners effectively. Training is provided on inclusive teaching, recognising SEND indicators, adaptive strategies, neurodiversity support, de-escalation techniques, safeguarding, mental health awareness, and the legal framework surrounding SEND, including the SEND Code of Practice (2015). Continuous professional development opportunities are available throughout the year, and new staff receive SEND training as part of their induction. Staff are encouraged to reflect on their practice and seek guidance whenever needed to improve the quality of SEND support.

Learner Voice

Learners with SEND are encouraged to take an active role in shaping their support and expressing their educational preferences. Their views inform the development of support plans, the review of provision, and the wider improvement of SEND processes across the organisation. Feedback is gathered through one-to-one discussions, surveys, and informal conversations, ensuring that learners are partners in the design and evolution of their support.

Transitions and Progression

The Inspire and Achieve Foundation supports SEND learners through transitions both within and beyond the organisation. Support during transitions may include meetings with external agencies, structured handovers, careers guidance, and the development of personal action plans. Collaboration with Local Authority EHCP coordinators ensures that transitions for EHCP learners are planned thoroughly and in line with statutory guidance. The aim is to ensure that learners progress confidently into further education, employment, apprenticeships, or other positive pathways.

Safeguarding and Wellbeing

The organisation recognises that SEND learners may be particularly vulnerable and may require additional safeguarding considerations. Staff remain alert to the needs of these learners and work closely with the Designated Safeguarding Lead to ensure that concerns are reported, supported, and responded to appropriately. The emotional wellbeing of SEND learners is a priority, and pastoral support is integrated throughout the learning journey.

Monitoring and Quality Assurance

SEND provision is monitored regularly through internal quality assurance processes, including observations, feedback, case reviews, documentation audits, and reflective discussions. These activities provide a comprehensive understanding of the effectiveness of support strategies and interventions. Findings are used to inform continuous improvement plans, ensuring that SEND provision remains high-quality, evidence-based, and fully compliant with the SEND Code of Practice (2015), the Equality Act (2010), and relevant Local Authority requirements.